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ABSTRACT

This booklet presents data in graph and chart form showing changes in the conditions of teachers, teacher education, and practice over a span of years. Included are statistics on 1) population, public school and higher education enrollment, number of teachers and average salary (1860-1970); 2) percentages of college graduates prepared to teach (1950-68); 3) level of preparation of public school teachers (1947-68); 4) average minimum general and professional education requirements for teacher certification, in semester hours, (1951-70); 5) number of teacher education institutions per state, including number of NCATE (National Council for Accreditation of Teacher Education) accredited institutions; 6) states which have NCATE reciprocity; 7) states which have passed interstate certification legislation; 8) decreasing ratio of emergency teachers (1946-69); 9) number of states enforcing the degree requirements for lowest regular teacher certification (1900-70); 10) states which have passed professional practices legislation; 11) states which have enacted negotiation statutes; 12) average academic-year salary of public school classroom teachers and total instructional staff and other professional groups (1960-70); 13) membership of state and national education associations (1959-69). A 22-item bibliography is also included. (JS)

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MILESTONES

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in Teacher Education and Professional Standards

1970 Edition
Previous Editions, 1964 and 1966

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Introduction

Are teachers poorly educated?

Do teachers colleges dominate teacher education?

Has the teaching profession remained static while other professions have improved?

Are teachers associations concerned only with welfare?

The purpose of *Milestones* is to present information on these and other questions about elementary and secondary school teachers in the United States. This booklet will be of interest to all who are concerned about quality education. It deals with data about the quality of teachers and of teacher education. It deals with those who are employed in the schools of the fifty states and with prospective teachers. These data should serve to make obsolete an outmoded stereotype of the American teacher.

These data help one gain perspective by showing changes in the conditions of teachers, teacher education, and practice over a span of years. They also have some limitations in that they tell about things which are mainly quantitative.

Milestones presents a picture of the record to date. In addition to the NEA National Commission on Teacher Education and Professional Standards (NCTEPS) and its state and local affiliates, many other groups and individuals have made notable contributions toward these achievements.

The NCTEPS will continue to provide aggressive, constructive leadership in advancing standards in the teaching profession. It offers an invitation and a challenge to other groups to join this important effort.

Year	Population	PUBLIC SCHOOL ENROLLMENT			Public School Teachers	Average Annual Salary of Teachers	HIGHER EDUCATION			States[a] Enforcing Degree Requirement for Teachers	
		Total	Elementary School	High School			Normal Schools and Teachers Colleges	Total Teacher Education Institutions	Total Higher Education Institutions	Elem.	Sec.
	FIGURES ROUNDED TO NEAREST THOUSAND										
1860	31,513,000	...	...	...	...	...	...	...	...	..	..
1870	39,905,000	6,871,000	6,791,000	80,000	200,000	$ 189	69	78	563	..	..
1880	50,155,000	9,867,000	9,757,000	110,000	286,000	195	...	...	811	..	..
1890	62,947,000	12,722,000	12,519,000	203,000	364,000	252	210	234	998	..	..
1900	75,994,000	15,503,000	14,984,000	519,000	423,000	325	...	...	977	..	2
1910	91,972,000	17,813,000	16,898,000	915,000	523,000	485	269	379	951	..	3
1920	105,710,000	21,578,000	19,378,000	2,200,000	679,000	871	...	...	1,041	..	10
1930	122,775,000	25,678,000	21,279,000	4,399,000	854,000	1,420	336	839	1,409	2	23
1940	131,669,000	25,433,000	18,832,000	6,601,000	875,000	1,441	...	...	1,699	11	40
1950	150,697,000	25,111,000	19,387,000	5,724,000	913,000	3,010	143	1,005	1,858	21	42
1960	180,000,000	36,088,000	24,589,000	11,499,000	1,355,000	4,995[b]	55[c]	1,150[c]	2,028	39	51
1966	195,000,000	43,577,000	27,672,000	15,905,000	1,697,000	6,485[b]	35[d]	1,173[d]	2,207	46	52
1970	202,103,000	45,484,000	27,896,000	17,588,000	1,998,000	8,552[b]	16	1,246	2,537[e]	47	52

a Fifty states, the District of Columbia, and Puerto Rico.
b For classroom teachers. For total instructional staff (including principals, supervisors, etc.), averages are $5,174, $6,935, and $8,890.
c 1961 figure. d 1964 figure. e 1969 figure.

SOURCES: U. S. Department of Commerce, Bureau of the Census. *Historical Statistics of the United States: Colonial Times to 1957.* Washington, D. C.: Superintendent of Documents, Government Printing Office, 1960.

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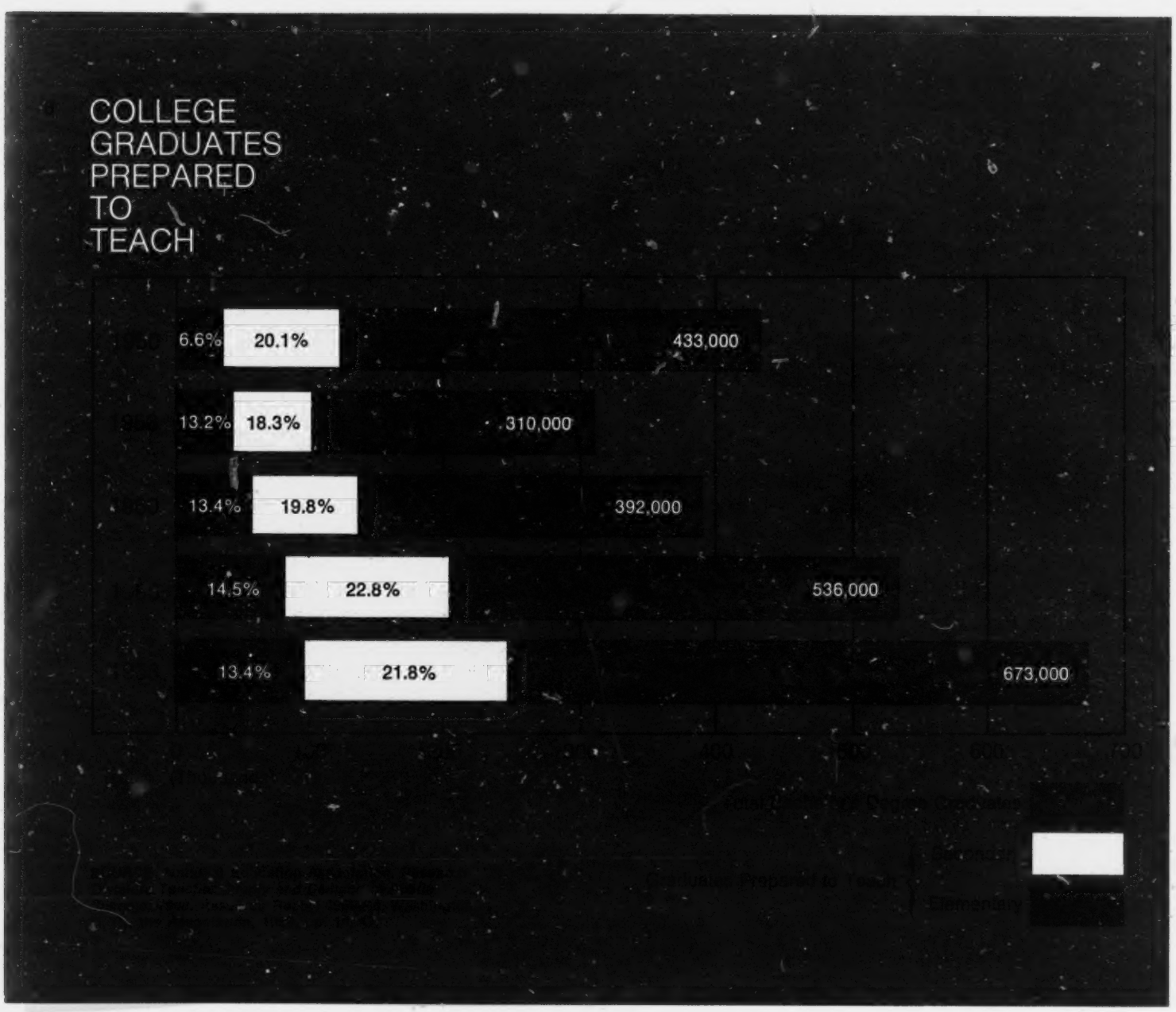
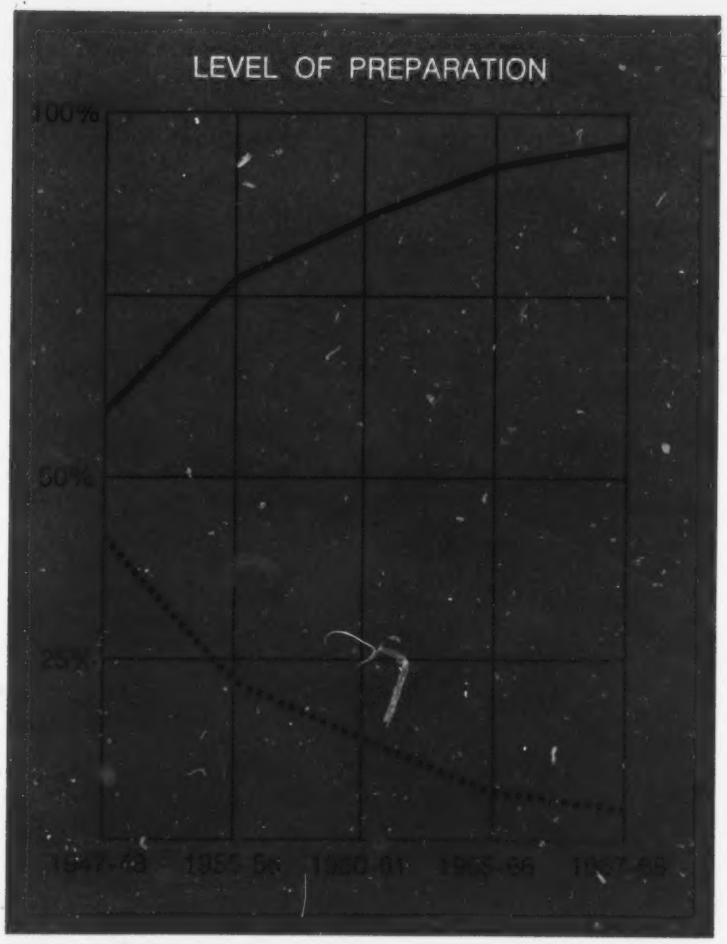


Teacher education is big business too. Over 35 percent of recent bachelor's degree graduates of American colleges and universities are prepared to teach.

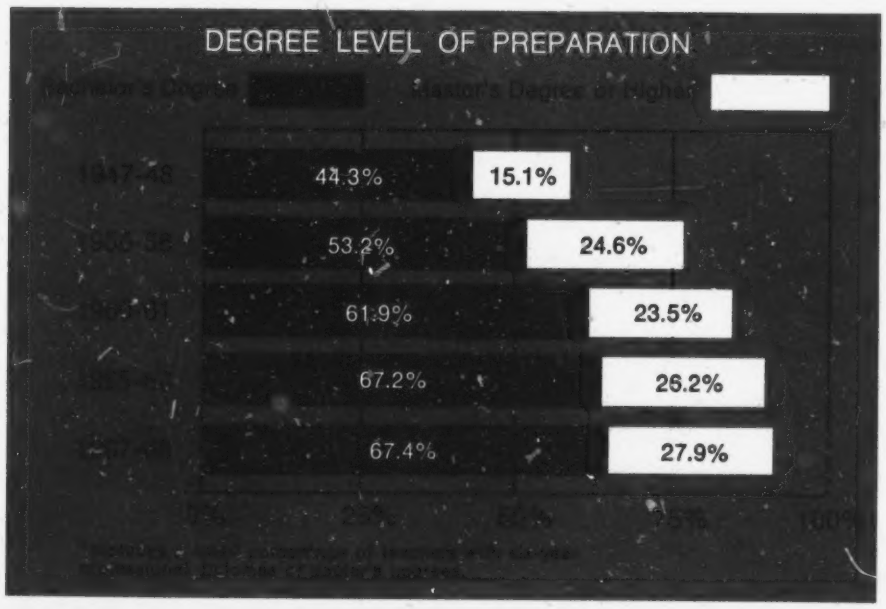
The number of teachers with college degrees has increased dramatically over the past twenty years. Today, about 10 percent of the population 25 years old and older have college degrees, while more than 95 percent of the teachers in American classrooms do.

LEVEL OF PREPARATION OF PUBLIC SCHOOL TEACHERS

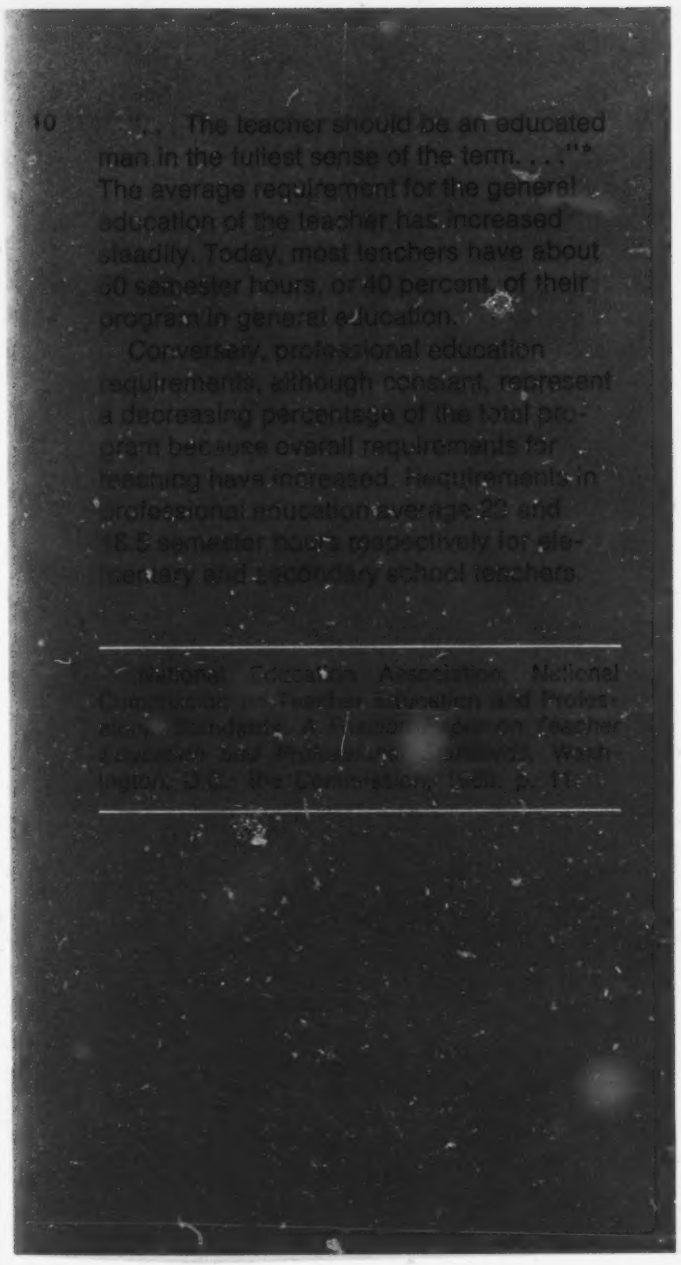


Bachelor's Degree or Higher

Less Than Bachelor's Degree



SOURCE: *Ibid.*, p. 60.


10 "... The teacher should be an educated man in the fullest sense of the term. . . ."*
The average requirement for the general education of the teacher has increased steadily. Today, most teachers have about 60 semester hours, or 40 percent, of their program in general education.
Conversely, professional education requirements, although constant, represent a decreasing percentage of the total program because overall requirements for teaching have increased. Requirements in professional education average 23 and 18.5 semester hours respectively for elementary and secondary school teachers.
* National Education Association, National Commission on Teacher Education and Professional Standards, A Report of the Conference on Teacher Education and Professional Standards, Washington, D.C.: the Commission, 1961, p. 11.

AVERAGE MINIMUM GENERAL AND PROFESSIONAL EDUCATION REQUIREMENTS FOR TEACHER CERTIFICATION, IN SEMESTER HOURS

	Elementary Teachers		Secondary Teachers	
Year	General Education[a]	Professional Education	General Education[a]	Professional Education
1951	46.0	22.5	37.0	19
1953	43.0	24.0	34.5	19
1955	45.0	24.0	39.0	19
1957	47.5	23.0	42.0	19
1959	48.5	23.5	46.5	19
1961	52.0	23.5	51.0	19
1964	51.0	23.5	50.5	19
1967	52.6	23.2	50.5	18.5
1970	51.0	23.0	46.0	18.5

a Not all states are included in these averages. However, the averages are representative of the minimum general education actually completed by most students in most states.

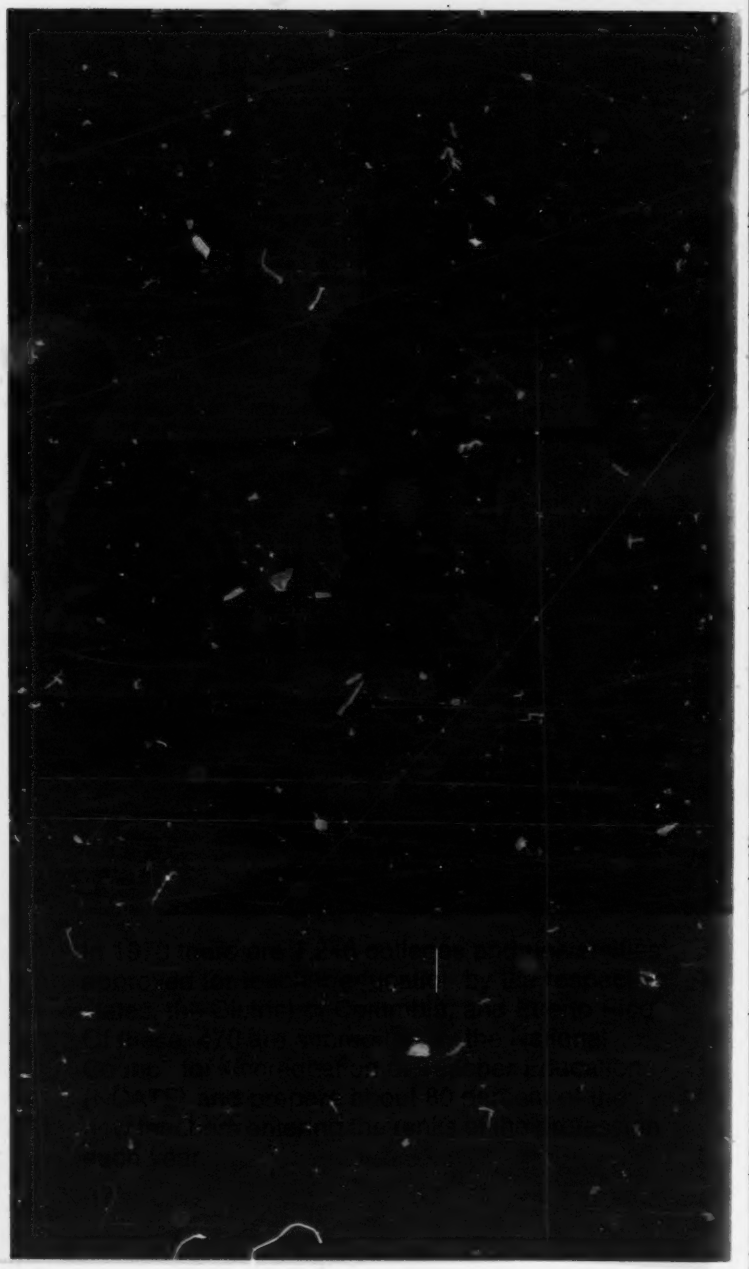
SOURCE: Armstrong and Stinnett, *op. cit.*, 1951-1964 Editions; and Stinnett, *op. cit.*, 1967 and 1970 Editions, tables on specific minimum requirements for elementary and secondary school teaching certificates based on degrees.

TEACHER EDUCATION INSTITUTIONS

State	Number of Institutions		State	Number of Institutions	
	Accredited by NCATE[a]	Total[b]		Accredited by NCATE[a]	Total[b]
Alabama	8	25	Montana	5	8
Alaska	0	1	Nebraska	13	22
Arizona	3	4	Nevada	1	2
Arkansas	10	20	New Hampshire	3	9
California	17	55	New Jersey	7	21
Colorado	7	13	New Mexico	4	10
Connecticut	7	16	New York	23	96
Delaware	0	2	North Carolina	13	41
District of Columbia	3	8	North Dakota	6	8
Florida	5	17	Ohio	19	53
Georgia	7	30	Oklahoma	14	18
Hawaii	0	3	Oregon	9	15
Idaho	3	9	Pennsylvania	25	80
Illinois	23	61	Puerto Rico	1	5
Indiana	18	34	Rhode Island	1	10
Iowa	13	29	South Carolina	1	24
Kansas	13	24	South Dakota	8	14
Kentucky	8	22	Tennessee	12	33
Louisiana	7	20	Texas	21	53
Maine	3	16	Utah	5	6
Maryland	6	24	Vermont	1	13
Massachusetts	16	56	Virginia	6	34
Michigan	11	26	Washington	12	15
Minnesota	20	23	West Virginia	10	17
Mississippi	6	16	Wisconsin	21	45
Missouri	14	39	Wyoming	1	1
TOTAL				470	1,246

a SOURCE: National Council for Accreditation of Teacher Education, *Sixteenth Annual List, 1969-1970*, Washington, D. C.: the Council, 1969. (Effective September 1, 1969-August 31, 1970.)

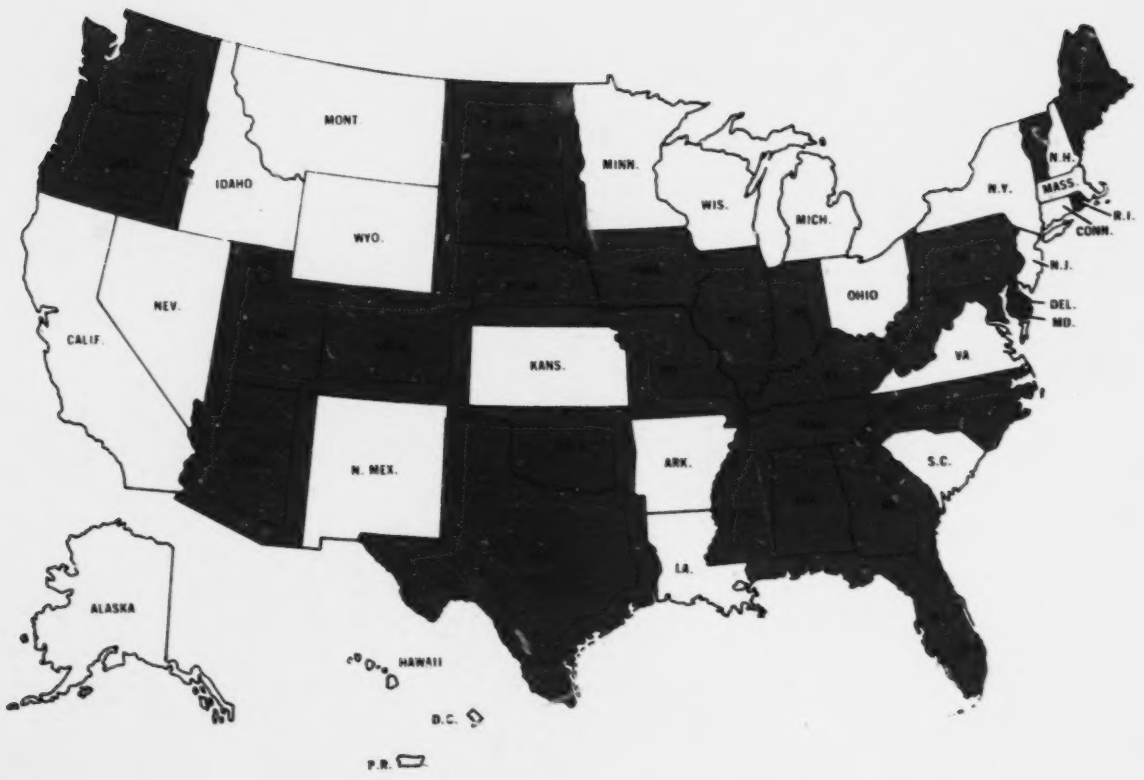
b SOURCE: Stinnett, *op. cit.*, 1970 Edition.



There is great mobility of teachers. Basic agreements among states about preparation and certification are essential. One method of simplifying such agreements is the establishment of reciprocity based on graduation (a bachelor's degree, including appropriate study in professional education and supervised student teaching) from a nationally accredited institution.

At present, twenty-eight states grant regular certificates for teaching, under practically all circumstances, to persons who have completed teacher education programs accredited by the NCATE.

STATES WHICH HAVE NCATE RECIPROCITY

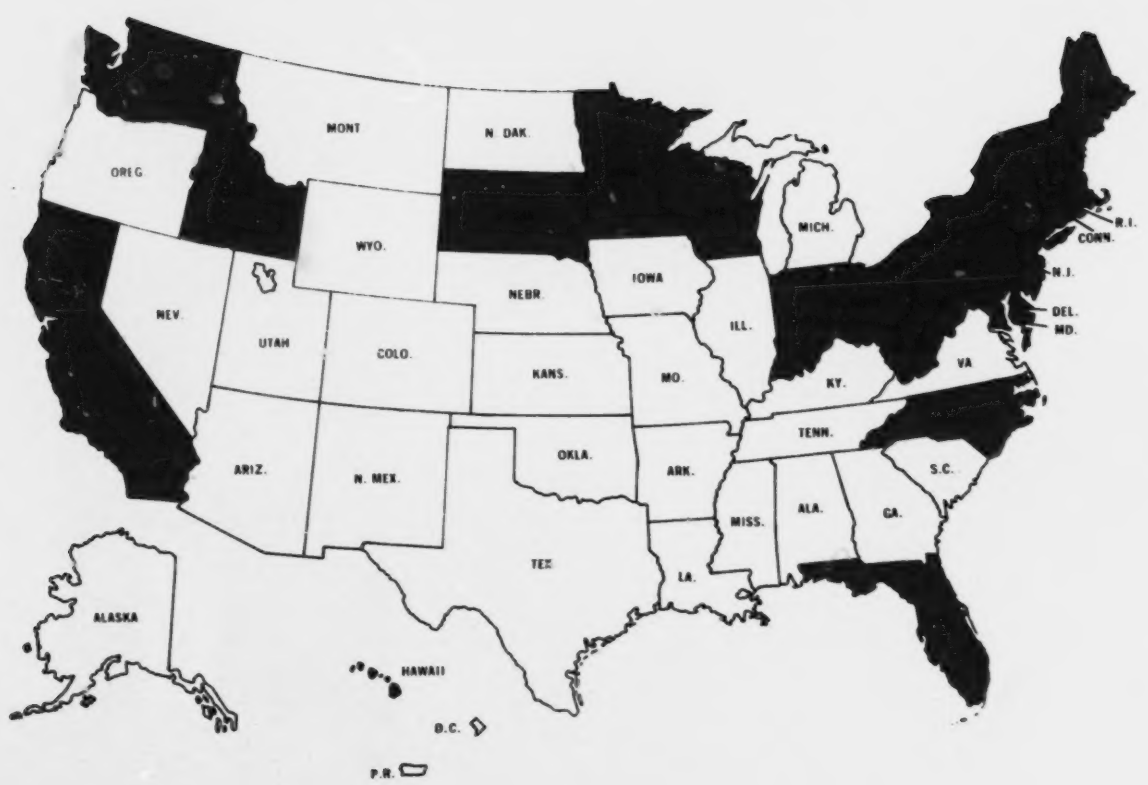


■ States which have an official policy of certifying out-of-state graduates on the basis of graduation from an NCATE-approved institution.

□ States which have not yet adopted an official policy of certifying out-of-state graduates on the basis of graduation from an NCATE-approved institution. (This, of course, does not mean such states will not certify NCATE graduates.)

*** Oklahoma grants certificates to NCATE graduates from the other twenty-seven states.**

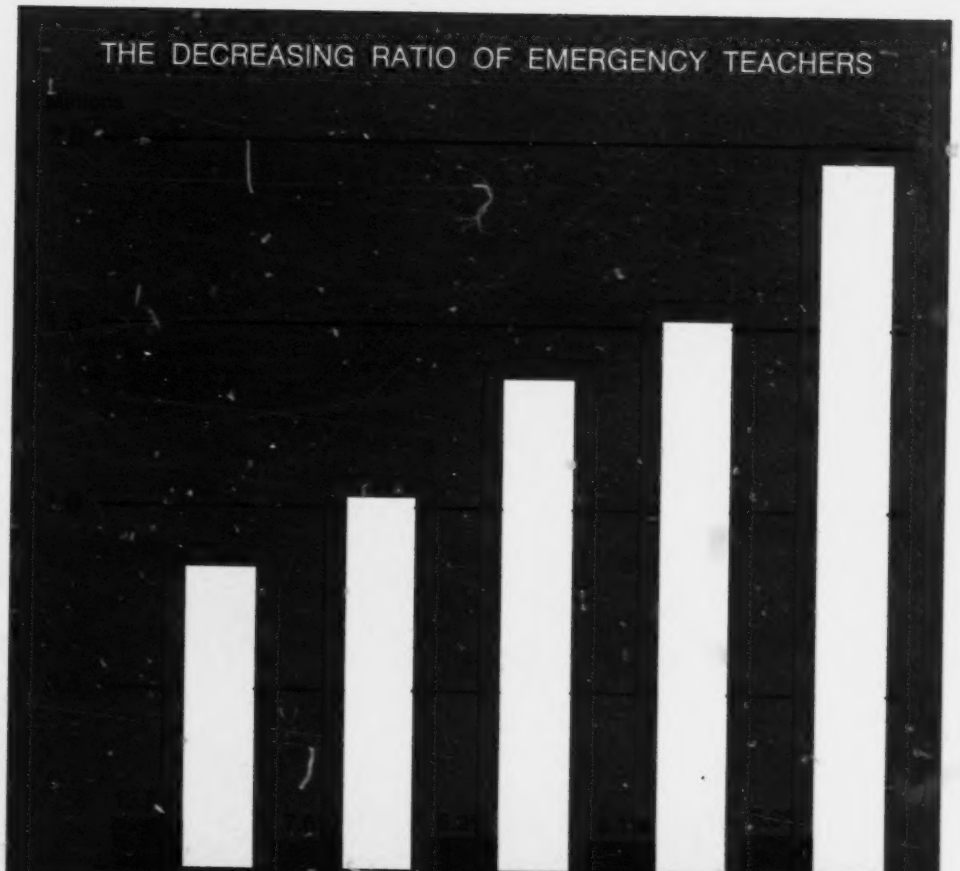
STATES
WHICH
HAVE
PASSED
INTERSTATE
CERTIFICATION
LEGISLATION
(as of December 1969)

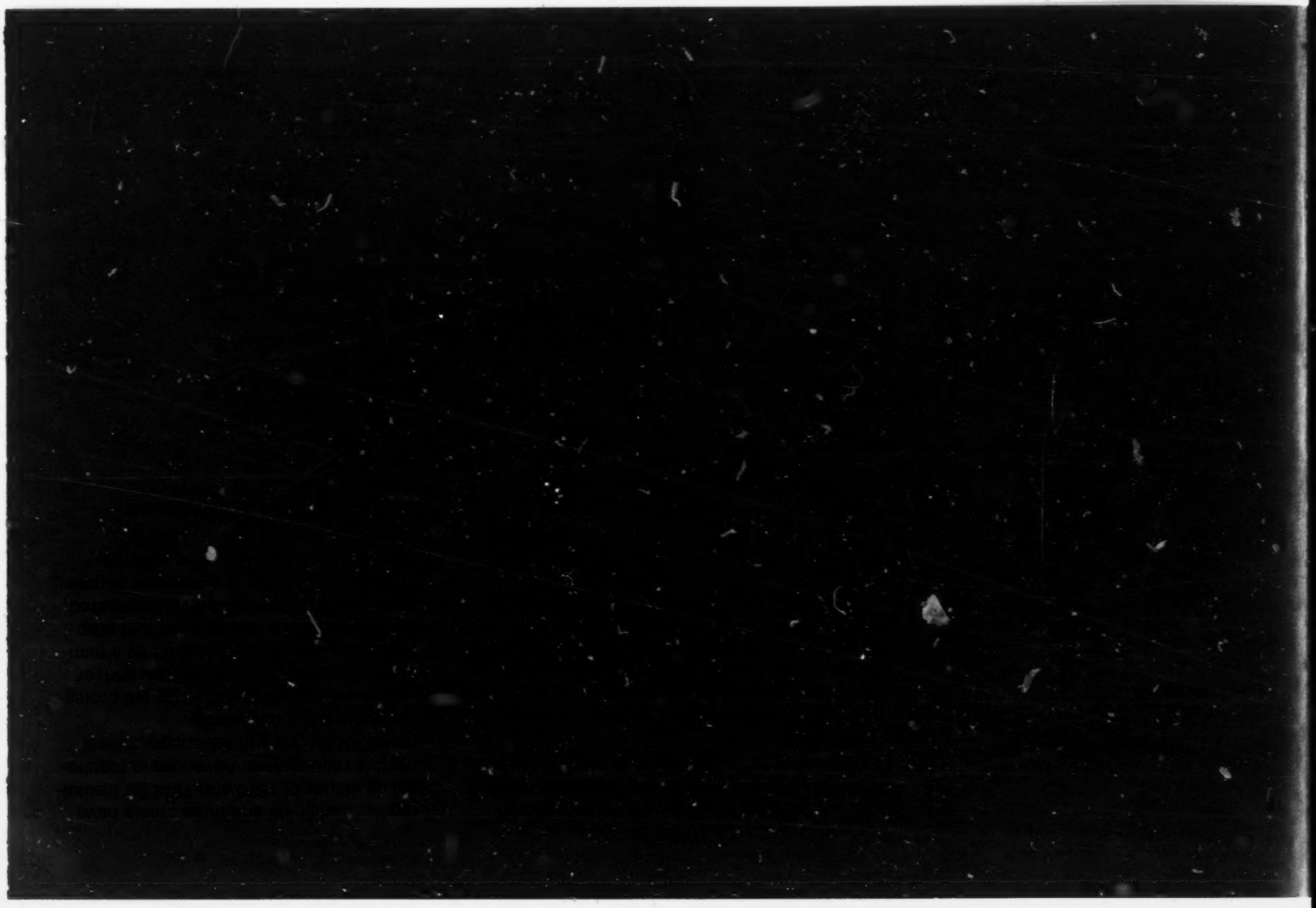


SOURCE: Stinnett, *op. cit.*, 1970 Edition.

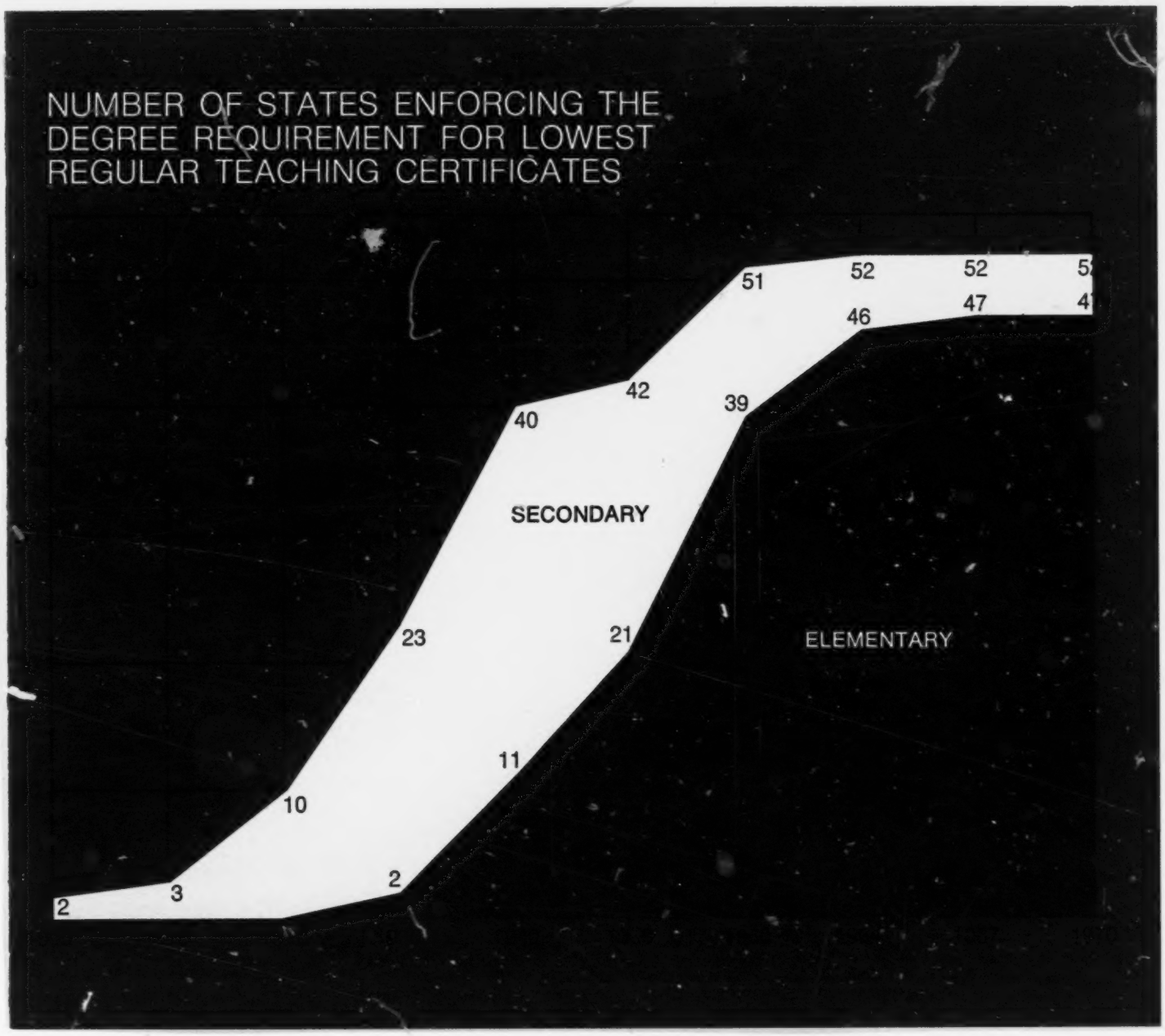
16 Although the number of teachers more than doubled in the years between 1946 and 1968, the percent teaching on emergency certificates* was cut almost two-thirds. However, some recent studies of large urban school systems indicate that the percent of substandard teachers in inner-city schools is much higher than the current national average of 5.6.

*Presently, most of those who are considered to be emergency teachers would have been considered fully qualified a few years ago.





NUMBER OF STATES ENFORCING THE DEGREE REQUIREMENT FOR LOWEST REGULAR TEACHING CERTIFICATES



a Includes the District of Columbia and Puerto Rico; also three states which require five years.

b Includes the District of Columbia.

SOURCES: Armstrong and Stinnett, *op. cit.*, 1964 Edition; and Stinnett, *op. cit.*, 1967 and 1970 Editions.

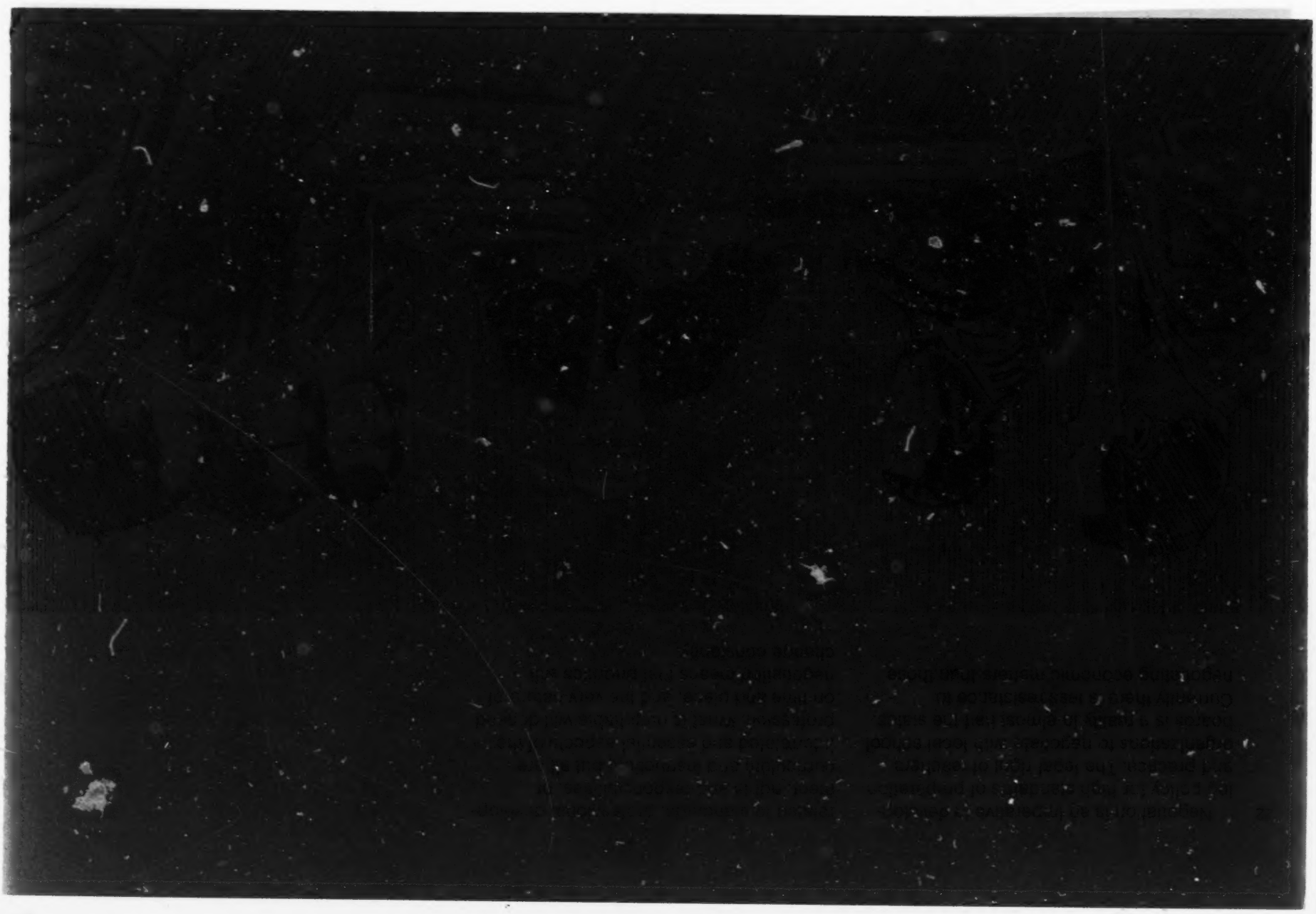
STATES WHICH HAVE PASSED PROFESSIONAL PRACTICES LEGISLATION

* Amended 1969.

SOURCE: Stinnett, *op. cit.*, 1970 Edition.

Self-governance has long been a goal of the teaching profession. To help achieve autonomy, TEPS, in cooperation with the NEA Commission on Professional Rights and Responsibilities (PR&R), is advocating the legal establishment in each state of a professional standards and practices agency with authority to (a) approve programs of preparation; (b) issue, suspend, revoke, and reinstate certificates; (c) establish and enforce standards of practice; and (d) promote studies and research to improve teacher education (initial, graduate, and continuing).

Some progress has been made on this goal through enactment of state statutes creating separate or combined practices commissions and standards boards which, though chiefly advisory (typically to the state board of education), are significantly influential because of their legal authorization. Sixteen states now have professional practices acts.



STATES
WHICH
HAVE
ENACTED
NEGOTIATION
STATUTES

SOURCE: NEA Research Division.

AVERAGE ACADEMIC-YEAR SALARIES OF PUBLIC SCHOOL CLASSROOM TEACHERS AND TOTAL INSTRUCTIONAL STAFF AND OF OTHER PROFESSIONAL GROUPS

Professional Group	1960-61	1962-63	1964-65	1966-67	1968-69	1969-70
Attorneys	$11,870	$13,002	$14,114	$15,084		
Scientists in Research and Development (Nonsupervisory)		10,380	11,418	12,540		
Engineers	9,446	10,416	11,380	12,370		
Chemists	8,732	10,008	10,816	11,968		
Accountants and Auditors	7,650	8,184	8,753	9,454		
Total Public School Instructional Staff	5,449	5,921	6,465	7,129	$ 8,272	$ 8,890
Public School Classroom Teachers	5,275	5,732	6,195	7,129	7,952	8,552

SOURCES: Salaries of other professional groups calculated from calendar-year salaries in: National Education Association, Research Division. *Economic Status of the Teaching Profession, 1968-69.* Research Report 1969-R5. Washington, D. C.: the Association, 1969. Table 21A, p. 29.

Salaries of classroom teachers and instructional staff are from: National Education Association, Research Division. *Estimates of School Statistics, 1969-70, op. cit.,* pp. 14-16.

MEN AND WOMEN TEACHERS

Year	Total Teachers	Women Teachers		Men Teachers		Percent Men Teachers Are of Total Teachers
		Elementary	Secondary	Elementary	Secondary	
1919-20	679,302	513,222	69,572	63,024	32,386	14.1
1929-30	854,263	573,718	138,774	67,239	74,532	16.6
1939-40	875,477	508,060	173,440	67,140	126,837	22.2
1949-50	913,671	536,653	182,050	52,925	142,043	21.3
1951-52	962,864	542,177	185,745	77,627	157,315	24.4
1953-54	1,032,138	577,269	201,351	80,251	173,267	24.6
1955-56	1,133,093	630,750	208,173	92,140	202,030	26.0
1957-58	1,237,849	678,478	227,708	99,846	231,817	26.8
1959-60	1,354,958	716,156	246,132	117,616	275,054	29.0
1961-62	1,457,964	750,130	271,259	127,177	309,398	29.9
1963-64	1,567,974	775,136	304,871	131,470	356,497	31.1
1965-66	1,696,562	823,049	338,219	139,354	395,940	31.6
1967-68	1,837,926	881,267	373,322	150,168	433,169	31.7
1968-69	1,943,294	916,399	403,423	162,948	460,524	32.1
1969-70	1,997,870	936,034	414,483	170,432	476,921	32.4

SOURCES: 1919-20 through 1955-56, U. S. Office of Education. 1957-58 through 1969-70: National Education Association, Research Division, *Estimates of School Statistics, 1968-69,* Research Report 1968-R16, Washington, D. C.: the Association, 1968, pp. 13-14; and National Education Association, Research Division, *Estimates of School Statistics, 1969-70, op. cit.,* p. 30.

28 The NEA and state education associations have supported the advancement of standards by requiring appropriate preparation for membership. Membership requirements usually include a bachelor's degree with preparation in professional education. Most teachers belong to a professional education association.

MEMBERSHIP OF STATE AND NATIONAL EDUCATION ASSOCIATIONS

Year	Estimated Number of Instructional Staff	NEA Members[a]	State Association Members
1959-60	1,464,031	713,994	1,317,696
1964-65	1,796,574	943,581	1,599,782
1968-69	2,158,713	1,014,414	1,749,384

a Student membership not included.

SOURCES: National Education Association, *NEA Handbooks*, Washington, D. C.: the Association, 1960, 1965, and 1969; and National Education Association, Research Division, *Estimates of School Statistics*, 1969-70, *op. cit.*, p. 12.

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NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS

1970-71

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